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ABSTRACT

In an effort to determine the continuing education (CE) needs and interests of its members, as a first step in the development of a statewide program, the New York Library Association surveyed its entire membership during the winter of 1978. Of more than 3000 questionnaires sent out, 307 (or ten percent) were returned. This report presents the findings of the survey in a broad range of areas. Specifically, data tables show statistics for the type of library in which respondents work; their positions; the number of years since they graduated from library school; their CE experiences; their NYLA affiliations; their CE priorities; their choice of forces acting against CE programs; their personal commitment in support of CE programs; the type of CE assistance needed by their organizations; their CE opportunities and priorities for the next three to five years; their subject content priorities for CE over the next three to five years; CE policies they feel libraries should provide employees; the rewards, recognitions, and incentives desired; and the desired location for regional conferences. Conclusions and recommendations are also included. (JD)

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CONTINUING EDUCATION AND THE NYLA MEMBERSHIP

by the

AD HOC COMMITTEE ON CONTINUING EDUCATION OF THE
NEW YORK LIBRARY ASSOCIATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM"

October 12, 1978

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INTRODUCTION

Convinced that continuing professional education is a necessity for the membership of the New York Library Association in order that they may keep abreast of evolving technology and new methods and strategies in the delivery of library resources and services, President Mary Cassata, in the fall of 1976, appointed an ad hoc committee on continuing education. The committee's charge encompassed the exploration and development of continuing education opportunities and programs for New York State librarians and library support staffs. The committee was also requested to examine continuing education needs and interests of librarians as well as variable systems of awarding credit. In addition the committee was requested to explore outside funding and prepare a final report with recommendations.

Early in its deliberations, the committee recognized the important ongoing continuing education activity in New York State and the nation such as the institutes and workshops offered by the library schools, the outstanding one-day workshops held by the 3R's systems, the innovative workshops held for staff and trustees by public library systems, the NYLA institutes offered during annual conferences,[1] and the pioneering work of CLENE (Continuing Library Education Network and Exchange). Therefore, the committee rightfully decided that in the development of a CE program for the state, the Association should be cognizant of current efforts and coordinate with ongoing programs to avoid duplication of effort.

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[1] In addition to the continuing education institutes coordinated by the Ad Hoc Committee on Continuing Education during the NYLA Conferences, the School Library Media Section and the Administrative, Clerical and Support Staff Committee also have sponsored CE programs.

In spite of the many kinds of successful continuing education programs that are taking place in the State, the committee, in its explorations, discovered that there was no information available on what the NYLA membership desired in the field of continuing education. During its deliberations and explorations, the committee also found that generally there was a lack of coordination of ongoing continuing education programs. There also appeared to be the absence of equality of opportunity for access to CE[2] programs by NYLA members in the various geographical regions in the State as well as access to information on CE programs.

The committee felt that before it could present a proposal for CE to meet the needs of those involved in and responsible for the delivery of library and information services, it was essential to involve as many librarians, supportive staff, library educators, information specialists, and trustees as possible to ascertain what they perceived to be their CE needs. The committee continued its work during 1977-78 and received the support of President Lucille C. [illegible]as and Executive Director Dadie Perlov in its efforts. A comprehensive questionnaire was developed by the committee and pretested in the early fall of 1977. The questionnaire was mailed in December, 1977 to the entire NYLA membership[3] and they were requested to return the questionnaire by February 1, 1978. The committee subsequently extended its deadline to March 1, 1978, to accommodate those, who because of the vagaries of the United States Postal Service were late receiving the survey form.

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[2] CE will be used for all future references to continuing education.

[3] The committee unanimously decided to survey the total membership rather than a sample.

METHODOLOGY

Characteristics of the Respondents

More than 3000 questionnaires were sent to the NYLA membership. The comprehensive survey form was divided into thirteen major sections with multiple questions in each part to solicit a wide assortment of information ranging from personal information to suggestions for implementing recognition procedures for persons participating in CE programs. Librarians who were in a management or administrative positions were requested to complete an additional section.[4] All of the replies were returned to Suellyn Hunt, who was responsibile for coordinating the production of the questionnaire.

Although primarily descriptive in format, the survey instrument also obtained quantitative data on the extent to which the respondents rated the importance of CE programs and their desire to participate in CE programs. The descriptive information was standardized, analyzed, and the data tabulated by Professor John Winkleman and students at the School of Library and Information Science, SUNY Geneseo. After the data had been keypunched and tabulated the data was processed through a Social Science computer package SPSS, and correlations were established so that the 10 percent return could be used as a meaningful sample and can be interpreted as such. While the committee gratefully acknowledges the yeoman service of Professor Winkleman and his Geneseo colleagues, it must be pointed out that the interpretation of the findings, the conclusions and inferences drawn as well as the recommendations for action are the handiwork of the committee.

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[4] In developing the survey form the committee used several items from the CLENE survey. See Appendix I.

SURVEY FINDINGS

Responses were received from 307 persons or 10 percent of the membership. The first part of the questionnaire was designed to provide personal information on the respondents that would be useful to the committee in its analysis of the findings. The findings are revealing and challenging. The distribution of respondents by type of library is listed in Table 1 below. The largest number of respondents was from the public library sector, 128 or 41.7 percent with school library media specialists ranking second with 82 or 26.7 percent, college and university ranking third with 69 or 22.5 percent, those in special libraries following with 18 or 5.9 percent and persons in library education numbering 10 or 3.3 percent.

Type of Library

Type of Library	Number	Percent
Public Library	128	41.7
School Library/Media Center	82	26.7
College and University	69	22.5
Special Library	18	5.9
Library Schools	10	3.3
TOTAL	307	100.0

TABLE 1

With regards to library position or area of responsibility held by the respondents, of the 307 persons, 298 responses were sequenced into four categories, which revealed that 86 persons or 28 percent indicated they serve as directors, 82 or 27 percent serve as supervisors, the largest category, 127 or 41 percent function as staff, and the smallest category, 3 or 4 percent as library trustees. Nine respondents did not reply to the question.

Positions

	Number	Percent
Director	86	28
Supervisor	82	27
Staff	127	41
Trustee	3	4
No Response	9	0
TOTAL	307	100

TABLE 2

Questions D, E, and F of the first part of the questionnaire asked: how long have you been in the library profession, how long has it been since you graduated from library school, and the number of years of experience. The answers to all three questions were similar, therefore, the committee decided to analyze the results of one of the variables, question E, to give some indication of career length since graduation from library school. The presentation on Table 3 tells the story. The largest percentage of respondents are those who have graduated from library school during the last ten years, and the number of years which appears most often in the sample is 8 years.

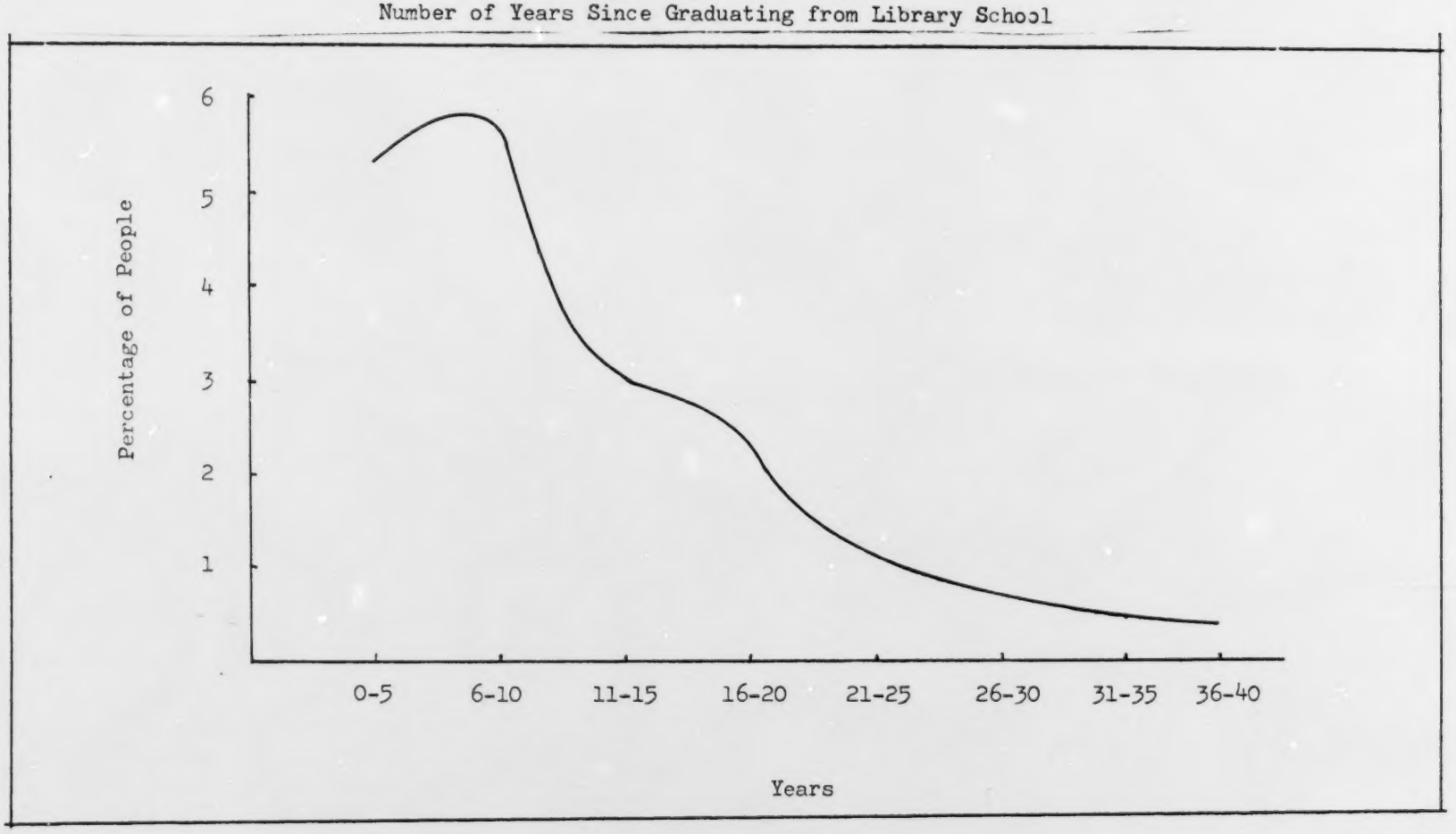
Number of Years Since Graduating from Library School
Percentage of People
6
5
4
3
2
1
0-5
6-10
11-15
16-20
21-25
26-30
31-35
36-40
Years

TABLE 3

What and when was your last continuing education/training experience was the next question. The largest number of persons, 138 or 45 percent responded that it was in 1977. It is assumed that most of these persons may have been among the more than 600 persons who participated in the NYLA Ad Hoc Committee's CE program at the Fall 1977 conference. The smallest number, 2 or 1 percent, indicated having had 1978 CE experiences as shown in Table 4. Unfortunately, there is no indication of the kind of CE experiences received by the respondents. The reason for the lack of information on the subject content of their CE experiences was the fault of the questionnaire.

Continuing Education Experiences

Year of CE Experience	Number of People	Percent
1978	2	1
1977	138	45
1976	19	7
1975	20	8
1974	14	5
1973	8	3
1972 and Prior Years	24	4
No Response	82	27
	307	100

TABLE 4

It is interesting to note that 82 persons or 27 percent did not respond to the question relating to their last CE experience and 24 responses were widely distributed several years before 1972.

Table 5 shows the distribution of respondents by NYLA affiliation. Two observations must be made regarding the last question in part one. Firstly, all 307 persons answered this question and indicating a total of 355 affiliations. Secondly, it is obviating but necessary to point out that some of the respondents have more than one affiliation. Again it must be noted that the Public Library Section has the largest number of affiliations. The School Library Media Section and the College and University Library Section had the second and third highest affiliations respectively.

NYLA Affiliation

NYLA Affiliation	Number	Percentage
Children's & Young Adult Services	44	14.3
College & University Libraries	59	19.2
Library Education	6	2.0
Public Libraries	88	28.7
Reference & Adult Services	42	13.7
Resources & Technical Services	22	7.2
School Library Media	85	27.2
No Affiliation Indicated	9	2.9
TOTAL	355	100.0

TABLE 5

Turning from the introductory personal data, the first question asked do you feel there is a need for a CE program in New York State. Almost 100 percent of the respondents felt that there was a need for CE programs in the State. Because of the highly favorable response for CE programs, there may be those who might contend that the bias is in favor of CE by those who responded, for the reason that "the more active people take the time to fill out and return questionnaires of this sort."

In question two, the committee sought to discover how high a priority does continuing education have in the respondents' organization in relation to other objectives and how high a priority they think it should have. A remarkably high number of the respondents feel that less than an adequate amount of attention is given to CE. Table 6 indicates that the largest number of respondents, 93 or 30 percent assert that CE has a low priority in their organization. As regards future policy for CE in their organization, it is significant that 55 percent of the respondents desire a higher priority for CE in the future.

Continuing Education Priority

CE Rank in Organization	Current Practice	Future Policy
High	53 (17%)	170 (55%)
Medium	89 (29%)	97 (32%)
Low	93 (30%)	6 (2%)
None	28 (9%)	2 (1%)
Don't Know	24 (8%)	8 (3%)
No Response	20 (7%)	24 (8%)

TABLE 6

To guage the effect of forces acting against CE, in question three, two questions were posed: should CE have a high priority and what forces are acting against it? A remarkably high number of the respondents, as Table 6 indicates, believes that CE should have a higher priority as future policy in their organization . With reference to the forces working against CE programs, the majority of the respondents, 181 or 59 percent stipulate that budget constraints were considered as a major factor.

Thirty-six percent or 109 persons indicate other matters more pressing; the next group 51 or 17 percent cited organizational structure followed by three groups of 44 persons or 14 percent, 33 persons or 11 percent, and 29 persons or 9 percent respectively who point to lack of positive attitude of management, supervisors and directors. Fifteen percent cited reasons other than those listed and interestingly enough 4 percent claim lack of tenure.

Forces Acting Against CE Programs

Forces	Number	Percent
1. Budget Constraints	181	59
2. Organizational Structure	51	17
3. Tenure	11	4
4. Lack of Positive Attitude of Director	29	9
5. Lack of Positive Attitude of Supervisors	33	11
6. Lack of Positive Attitude of Management	44	14
7. Other Matters More Pressing	109	36
8. Other	46	15

TABLE 7

Personal Commitment to CE

The survey also attempted to find out in question four the extent to which NYLA members would give a personal commitment to CE by asking them to check certain commitment indicators. Table 8 shows that the overwhelming sentiment of persons who answered this question, i.e., 179 or 58 percent prefer personal time for participation; one hundred forty-seven or 48 percent want leave with pay to pursue CE activities; the next largest group, 128 or 42 percent are willing to spend their personal money.

Others are asking for paid travel, released time, total reimbursement, or partial reimbursement from their organizations. Coupling the significant number of respondents, 42 percent, who are willing to spend their personal money with the large group, 58 percent, who would allocate part of their personal time for CE, it is reasonable to assume that there is a strong personal commitment to CE on the part of NYLA members.

Personal Commitment in Support of CE Programs

Commitment	Number	Percent
1. Personal time for Participation	179	58
2. Personal Money	128	42
3. Leave with Pay	147	48
4. Paid Travel	89	29
5. Total Reimbursement	68	22
6. Partial Reimbursement	82	27
7. Released Time	68	22

TABLE 8

Assistance Needed by Respondents' Organizations

To accomplish the objective of providing continuing education experiences for persons concerned with the delivery of library and information services, the committee requested respondents in question five to indicate the type of assistance needed by their organizations. By far the most frequently mentioned need for assistance is in two areas, a CE directory of opportunities, 128 or 42 percent, and a CE clearinghouse, 108 or 35 percent, followed by program development and packaged programs with a tie of 27 percent. The next categories of need expressed are consultation, program design, needs assessment and program evaluation at 22, 21, and 18 percent respectively.

Table 9 also shows that others want publicity on CE programs and distribution of programs or packages. Further evidence of interest by NYLA members in CE is substantiated by the fact that a large number of the respondents feel the need for a clearinghouse and a directory of opportunities; thus, by inference, some persons may not have participated in CE activities because they did not know what CE programs were available; correspondingly, the large number who want program development and package programs may have raised questions which have implications for possible future direction by NYLA in this area.

CE Assistance Needed by Libraries

Assistance	Number	Percent
1. Needs assessment	54	18
2. Program design	64	21
3. Program development	84	27
4. Publicity	41	13
5. Package programs	84	27
6. Distribution of programs or packages	34	11
7. Program evaluation	54	18
8. Consultation	68	22
9. CE Clearinghouse	108	35
10. CE Directory of Opportunities	128	42
11. CE Journal	73	24
12. Other	23	7

TABLE 9

Most libraries have basic written policies and principles, although these are fairly well known, there has been little or no information available on whether or

not CE is an integral part of these policies. Part A of question six attempted to ascertain if there are written CE provisions for personnel. The majority of the respondents, 187 or 61 percent, gave a resounding no to this question, while only 59 or 19 percent answered in the affirmative. Twelve percent or 38 did not know and 23 or 7 percent failed to answer. The results may be ominous if we total those who responded in the negative with those who responded "I don't know," we had an overwhelming number of libraries that are without CE written policies. Two questions may be posed: Why is it that most libraries do not have CE policies? Is it because CE has been a relatively unknown factor in the upgrading of personnel and in evaluating competency of personnel in libraries?

Section B of question six asked those who responded no to section A, if their organization made provision for CE even though there is no written policy. In response, 140 or 46 percent said yes while 55 or 18 percent no. Although we do not know why 112 or 36 percent of the respondents failed to answer, however, we can make an assumption based on the answers to section A of this question. If we total those who responded no and those who failed to answer, we may assume that more than half or 54 percent of the respondents have no provisions for CE opportunities from their organizations.

CE Policies Favored by Respondents

Question five was a multiple part question dealing with five areas: (1) groups employed in libraries; (2) groups which receive CE opportunities; (3) ranking of groups in priority order for CE in the next 3 to 5 years; (4) specific subject content for groups ranked in priority order (library automation, administration and management, media, human relations, community service, information and referral, and bibliographic) and (5) CE needs not being met for each group.

Table 10 graphically displays an overwhelming belief that the professional librarian with the MLS should be provided CE opportunities over the next 3 to 5 years and that, on a statewide basis, the librarian should also be given the highest priority for CE. Librarians are also by far the largest group that feels that their CE needs are not being met or are being met poorly. The responses to this five-part question[5] show a definite pattern. The largest number of persons employed or connected with libraries, as reflected in the data are librarians-MLS, clericals, librarians-no MLS, paraprofessionals, library technicians, technical information specialists, other (professional and supportive), and trustees. Following the MLS librarians, the clerical staff ranks second in being given CE opportunities and falls into second place in order of priority for CE in the next three to five years. The clerical staff is also the second largest group to indicate that their CE needs are not being met.

As one examines the data on the category of groups for which libraries currently are providing CE opportunities, there is ample evidence that technical information specialists, library technicians, and trustees, who are only represented at 7 and 8 percent, are not being considered by libraries for continuing education programs. It is gratifying to note that a larger number of respondents feel that CE opportunities should be provided for these three groups over the next three to five years. On the other hand, ranking for these same three groups fall at the end of the procession in priorities for CE opportunities for the future. It is again probably reasonable to assume that the resulting ranking in priority stemmed from the fact that more professional librarians completed the questionnaire. Since the questionnaire was not

[5]Please note that specific subject content for groups in Column 4 of the questionnaire is not included in Table 10. Because of the multiplicity of items to be handled it will follow in a separate table.

distributed to the membership of the New York State Association of Library Boards, only those trustees that are members of NYLA participated in the survey.

Opportunities and Priorities for the Next 3 to 5 Years

Target Groups	Groups Employed	Organization Provides CE Opportunities	Groups Priority for CE on a Statewide Basis over the Next 3-5 Years. (1=highest priority)	CE Needs not Being met or Being met poorly
PROFESSIONAL PERSONNEL				
1. Librarians (with MLS or more)	232 (76%)	158 (51%)	216 (70%)	98 (32%)
2. Operating Librarians (without MLS)	63 (21%)	51 (17%)	135 (44%)	45 (15%)
3. Technical Information Specialist (without MLS)	39 (13%)	22 (7%)	116 (38%)	32 (10%)
4. Other (please specify)	16 (5%)	11 (4%)	27 (9%)	15 (5%)
SUPPORTING PERSONNEL				
5. Paraprofessionals (Library Assoc.)	62 (20%)	36 (12%)	131 (43%)	43 (14%)
6. Library Technicians (Technical Assistants)	62 (20%)	26 (8%)	126 (41%)	37 (12%)
7. Clericals	217 (71%)	78 (25%)	174 (57%)	67 (22%)
8. Other (please specify)	65 (21%)	16 (5%)	43 (14%)	21 (7%)
OTHER				
9. Trustees	66 (21%)	25 (8%)	109 (36%)	41 (13%)
10. Other (please Specify)				

TABLE 10

Column 4 of the questionnaire provided the opportunity for the respondents to indicate specific subject content for groups to be ranked in priority order. An examination of Table 11 shows that the largest number of the respondents expressed a preference for administration and management to be the top priority CE subject for librarians with MLS over the next 3 to 5 years followed by automation, community services, I&R, and Bibliographic skills. Perhaps of great interest is that the highest ranking subject for librarians without the MLS is also administration and management; however, for librarians without the MLS, the respondents rank bibliographic skills almost as being of equal importance followed by community services. Automation is given top priority for the technical information specialist and the library technician, bibliographic training for the paraprofessional, community services for the clerical, and Information & Retrieval for trustees. As we mull over the ranking top subjects for the various groups, we must hasten to call attention to the fact that the various groups recognize the importance of several subject areas. One of the big surprises is that the respondents did not rate Human Relations very highly. From the information gleaned from this part of the survey, meaningful CE programs can be planned to reflect the needs expressed by the respondents.

Subject Content Priorities for
Continuing Education Over the Next 3 to 5 Years

Target Groups	Automation	Administration and Management	Human Relations	Community Services	Information and Retrieval Content	Bibliographic, Etc.
Librarians - MLS	69 (22%)	104 (34%)	45 (15%)	58 (19%)	55 (18%)	55 (18%)
Librarians - No MLS	31 (10%)	44 (14%)	23 (7%)	39 (13%)	33 (11%)	43 (14%)
Technical Information Specialists	36 (12%)	22 (7%)	23 (7%)	24 (8%)	24 (8%)	22 (7%)
Other (Professional Staff)	11 (4%)	15 (5%)	10 (3%)	19 (6%)	15 (5%)	14 (5%)
Paraprofessionals	20 (7%)	12 (4%)	15 (5%)	31 (10%)	26 (8%)	45 (15%)
Library Technicians	37 (12%)	12 (4%)	17 (6%)	25 (8%)	21 (7%)	30 (10%)
Clericals	38 (12%)	19 (6%)	23 (7%)	48 (16%)	35 (11%)	35 (11%)
Other (Support Staff)	11 (4%)	12 (4%)	9 (3%)	22 (7%)	14 (5%)	16 (5%)
Trustees	17 (6%)	34 (11%)	13 (4%)	38 (12%)	39 (13%)	15 (5%)

TABLE 11

In question 8 the respondents were requested to check policies they felt employing libraries should provide for professionals, paraprofessionals, library technicians, clericals, and trustees. All five groups feel that institutes, workshops, seminars, and tutorials should be given highest priority for tuition, followed by job related courses for credit with job related non-credit courses ranking third. The high correlation of tuition policies desired by all groups is interesting. Turning to leave policies, professionals order of preferences are educational leave with pay, sabbatical leaves with partial pay and educational leave without pay. Paraprofessionals, library technicians, clericals, trustees preferences are educational leave without pay, educational leave with pay, and sabbatical leave with partial pay. The similarity between these four groups is startling.

Time off is valued very highly by all groups. A high percentage of professionals prefer time off for annual professional conferences, professional meetings, with institutes, seminars, and tutorials ranking third place. On the other hand, the other four groups give top priority to institutes, seminars, and tutorials. As regards CE requirements, CE for promotion of professionals is given high priority and less for salary increase. In the area of expenses, top priority for professionals is expenses for one professional conference annually. Paraprofessionals rate professional meetings high if participating on program or committee, and the number one preference for library technicians is expenses for workshops, seminars, and tutorials.

Turning to other provisions, the three highest priorities for professionals, paraprofessionals, library technicians, and trustees as shown in Table 12 are in-house seminars on specific topics, in-house lectures, seminars, and conferences, and discussion with outside consultants. For the clericals, the first two priorities are the same as for the other groups, however, their third choice is in-house planning by specific groups on CE. While there are one or two minor differences on desired CE policies, generally, there seems to be some correlation in response for all groups.

Continuing Education Policies

Policies	Professionals	Para-professionals	Library Technicians	Clericals	Trustees
A. TUITION FOR:					
1. Courses taken for credit	77 (25%)	39 (13%)	36 (12%)	32 (10%)	13 (4%)
2. Courses taken for credit, but only if job related	147 (48%)	111 (36%)	107 (35%)	110 (36%)	45 (15%)
3. Non-credit courses	37 (12%)	21 (7%)	22 (7%)	24 (8%)	12 (4%)
4. Non-credit courses, but only if job related	124 (40%)	91 (30%)	91 (30%)	101 (44%)	41 (13%)
5. Institutes, workshops, seminars, tutorials	211 (69%)	137 (45%)	133 (43%)	144 (47%)	96 (31%)
6. Other (specify)	6 (2%)	1 (0%)	1 (0%)	3 (1%)	3 (1%)
B. LEAVES OF ABSENCE:					
7. Educational leaves without pay	93 (30%)	68 (22%)	65 (21%)	59 (19%)	21 (7%)
8. Educational leaves with pay	115 (37%)	42 (14%)	34 (11%)	27 (9%)	11 (4%)
9. Sabbatical leaves with full pay	87 (28%)	11 (4%)	9 (3%)	6 (2%)	3 (1%)
10. Sabattical leaves with partial pay	100 (33%)	30 (10%)	23 (7%)	21 (7%)	4 (1%)
11. Other (specify)	5 (2%)	3 (1%)	3 (1%)	4 (1%)	0 (0%)
C. TIME OFF TO ATTEND:					
12. Annual professional conference	260 (85%)	98 (32%)	73 (24%)	56 (18%)	59 (19%)
13. Professional Meetings	248 (81%)	89 (29%)	67 (22%)	49 (16%)	48 (16%)
14. Committee or task force mtgs. of professional association	201 (65%)	68 (22%)	59 (19%)	49 (16%)	36 (12%)
15. Classes	150 (49%)	95 (31%)	90 (29%)	90 (29%)	40 (13%)
16. Workshops, institutes, seminars, tutorials	245 (80%)	159 (52%)	149 (49%)	150 (49%)	63 (21%)
17. Other (specify)	5 (2%)	4 (1%)	4 (1%)	3 (1%)	3 (1%)

Policies	Professionals	Para-professionals	Library Technicians	Clericals	Trustees
D. CE REQUIREMENTS					
18. CE work is required for promotion	107 (35%)	56 (18%)	42 (14%)	31 (10%)	8 (3%)
19. CE work is required for salary increase	81 (26%)	44 (14%)	32 (10%)	29 (9%)	8 (3%)
E. EXPENSES (TRAVEL AND/OR PER DIEM) PAID TO:					
20. At least one professional conference annually	239 (78%)	59 (19%)	42 (14%)	34 (11%)	48 (16%)
21. Professional mtgs. if participant in program or committee	54 (18%)	148 (48%)	70 (23%)	44 (14%)	37 (12%)
22. Institutes	66 (21%)	134 (44%)	64 (21%)	53 (17%)	40 (13%)
23. Workshops, seminars, tutorials	82 (27%)	171 (56%)	101 (33%)	86 (28%)	72 (23%)
24. Other (specify)	2 (1%)	2 (1%)	0 (0%)	0 (0%)	0 (0%)
F. PROVISIONS FOR:					
25. In-house lectures, seminars, conferences	176 (57%)	124 (40%)	111 (36%)	123 (40%)	69 (22%)
26. In-house workshops on specific topics	182 (57%)	130 (42%)	117 (38%)	136 (44%)	74 (24%)
27. Discussions with outside consultants	167 (54%)	74 (24%)	70 (23%)	58 (19%)	53 (17%)
28. Staff development or CE committee to participate in planning & governance of the opportunities provided	117 (38%)	64 (21%)	58 (19%)	63 (21%)	37 (12%)
29. In-house planning by specific groups on CE	118 (38%)	65 (21%)	62 (20%)	65 (21%)	37 (12%)
30. Systematic means of discovering CE needs	132 (43%)	69 (22%)	62 (20%)	60 (20%)	44 (14%)
31. Other (specify)	3 (1%)	3 (1%)	2 (1%)	1 (0%)	3 (1%)

TABLE 12

Recognition and Other Incentives

The nineth question attempted to discover if library staff/trustees should receive recognition for continuing education. Most of the respondents, replied affirmatively, for 220 persons or 72 percent gave a resounding yes. While considered substantial statistically, a 72 percent affirmative response may not be viewed as overwhelming.

Question number ten is divided into two parts. The first part of the question sought to determine the types of rewards, recognition, or incentives for continuing education provided by the respondent's libraries. While a large number of the groups reported that some type of CE recognition incentive is given by their libraries, nevertheless, 15 percent reported that their libraries provided no recognition.

The most frequently cited awards, recognition, or incentive currently given are the following: pay raises, promotion, status symbols, creating a stimulating job, job security, freedom and autonomy, certificate, nationally recognized CE units, individual record of CE activity, and academic credit. The number one incentive given by libraries to professionals, paraprofessionals, and library technicians is pay raises. The number one incentive for clerks is a certificate, and for trustees, creating a stimulating job.

The second part of the question asked the respondents to indicate what incentives should their libraries provide. The professionals desired pay raises. While the other groups also desire pay raises, they ranked promotion first as shown in Table 13. Although pay raises rank high in all groups, promotions rank equally as high for

paraprofessionals and library technicians. Professionals are particularly interested in an individual CE record and creating a stimulating job; for the other groups, creating a stimulating job and academic credit are most important. In short, professionals view themselves as advancing and progressing through CE recognition, while the others see their progress moving forward through academic credit. This may be because a large number of these persons are still pursuing academic degrees.

Rewards, Recognitions, Incentives Desired

Target Group	
Professionals:	Other:
1) Pay raises	1) Promotion
2) Record of CE activities by individual	2) Pay raises
3) Creating a stimulating job	3) Creating a stimulating job
4) Promotion	4) Academic Credit
5) Nationally recognized CE units	5) Job security
6) Job security	6) Individual CE unit record
7) Academic credit	7) National recognized CE credit
8) Fringe benefits and certificate	8) Fringe benefits
9) Freedom of autonomy	9) Freedom and autonomy
10) Status symbol	10) Certificate
	11) Status symbols

TABLE 13

NYLA Continuing Education Programming

Question number eleven included six subquestions and was intended to determine exactly what the NYLA membership wanted (1) a separate conference on a specific topic of interest to a cross section of library staff; (2) an ongoing periodic program on a series of specific topics of interest to library staff; (3) a preconference in conjunction with the annual NYLA conference; (4) a post conference in conjunction with the annual NYLA conference; (5) a regional conference program designed for a cross section of library staff and suggested locations; and (6) the length of the programming. The respondents were asked to score the foregoing on a 1 to 5 rating. Interesting enough, an ongoing periodic program on a series of specific topics and a regional conference program scored first place. Therefore, we can conclude that the NYLA members desire an ongoing periodic program and a regional conference program designed for a cross section of library staff, but a smaller audience.

Where would such a regional conference be held? In the downstate area preference is for New York City, 26 percent, with Long Island ranking second, at 16 percent. However, 8 percent, desired White Plains while 6 percent prefer Tarrytown and Yonkers. In the Central area of the state, the over whelming choice was Albany at 17 precent. Lake Placid was the clear preferred location in the Northern area of the state. For Western New York the cities of Rochester at 21 percent, Syracuse at 19 percent, and Buffalo at 16 percent were the three ranking highest, with Niagara Falls at 11 percent a close fourth. However, Ithaca at 9 percent, Binghamton at 8 percent and Corning/Elmira at 7 percent should not be overlooked.

Since regional conferences are preferred, it might be advisable for those who are responsible for planning these regional conferencees, to meet in different locations from year to year. For instance, one year the location might be Rochester as preferred. The next year perhaps Syracuse to attract the Ithaca, Binghamton people, etc. Much also depends on the type of program planned and the facilities available.

Desired Location for Regional Conferences

Downstate:		**Central:**	
New York City	26%	Albany	17%
Long Island	16%	Schenectady	7%
White Plains	8%	Utica	7%
Tarrytown	6%	Saratoga	4%
Yonkers	6%		
Rockland County	5%		
Orange County	3%		
Dutchess/Putnum	3%		
Northern:		**Western:**	
Lake Placid	7%	Rochester	21%
Plattsburgh	4%	Syracuse	19%
Canton/Potsdam	3%	Buffalo	16%
Watertown	3%	Niagara Falls	11%
Ogdensburgh	1%	Ithaca	9%
		Binghamton	8%
		Corning/Elmira	7%
		Batavia/LeRoy	6%
		Canandaugua	4%
		Avon	4%

TABLE 14

In considering the kind of scheduled programming desired, it is significant to note that an overwhelming majority, 75 percent of the respondents prefer full day programming, 50 percent prefer a mini summer session followed by weekend programs as a close third at 48 percent. The next order of preferences are summer programs, 42 precent, half day programs at 39 percent, with 27 percent calling for afternoon programs, and 32 percent requesting a series of weekend programs. When workshops are planned, 62 percent of the respondents want an opportunity to attend more than one workshop. Program planners, therefore, should design the program format to include concurrent workshops and repeat them during the course of the day to allow the participants to attend more than one workshop.

An analysis of question eleven can be summarized as follows: continuing education should be planned on a regional basis and scheduled in New York City, Albany, Lake Placid and Rochester. CE programs should be designed as full day programs and should provide the participants with an opportunity to attend more than one workshop.

Funding for CE

Question twelve dealt with funding. There was insufficient responses returned to tabulate and draw conclusions regarding the amount of funds expended for continuing education. However, the returns show that 32 percent fund CE from their organization budget; 10 percent provide registration fees; and federal grants rank third at 7 percent.

State Association Recognition System and Certification

The implementation of recognition procedures was the theme of question thirteen. The question included five subquestions: (1) Has the relative effectiveness of these rewards, recognition, or incentives been evaluated in the organization?

(2) Have any attempts been made to alter the climate of the organization in order to encourage continuing education? (3) Have any attempts been made to alter the organizational structure to encourage participation in continuing education activities? (4) Are you in favor of certification as a means of maintaining the competency of library and information science personnel? and (5) Are you in favor of re-certification (re-newing certification) as a means of maintaining the competency of library and information science personnel?

In considering the effectiveness of evaluation of rewards by their libraries only 5 percent of the respondents feel that their libraries have evaluated the kinds of recognition needed. Twenty percent reported that attempts have been made to alter the climate of their organizations to encourage CE. Only 10 percent believe that attempts have been made to alter the structure of their organization to encourage participation in CE activities.

Among the respondents to the questionnaire, 45 percent favored certification as a means of maintaining the competency of library and information science personnel. As regards re-certification, only 30 percent favored re-certification as a means of maintaining that competency.

The foregoing analysis of question thirteen presents implications that the Association must grapple with, for only 20 percent of the respondents feel that the organization has altered the climate of the organization to encourage CE and only 10 percent believe that the structure has been altered to encourage CE. More of the respondents favored certification to maintain competency in the field while a smaller number favored re-certification to maintain competency.

Conclusions and Recommendations

The findings of the survey have significant implications for the New York Library Association as it plans for the year ahead. Almost 100 percent of the respondents indicated that there is a need for CE programs in the State. Based upon these findings, which show a highly favorable response for CE, the New York Library Association has the responsibility to mount a CE program to meet the demands of its members. While indicating that their libraries have paid little attention to CE in the past, the respondents desire a higher priority for CE in the future. More than half of the respondents cited budget constraints as the major force militating against CE programs, however, they exhibited a strong personal commitment to CE, for more than one-half of the respondents would use their personal time and 42 percent are willing to spend personal money for CE.

To accomplish the objective of providing CE experiences, the largest number of respondents would like to have a CE directory of opportunities. We recommend that NYLA should work with other organizations on State, regional, and national levels (including CLENE) to provide information on CE activities. This may be in the form of a directory, newsletter, or CE on-line data base. There also was a clarion call for a clearinghouse. Since Library Development of the New York State Library receives information on current CE activities from the nine library schools in the State, the 3R's councils, and public library systems, and has recently created a CE consultant position, we recommend that the Association cooperate with Library Development and expand the current coverage to avoid duplication of effort.

Since a large number of the respondents revealed that their libraries did not have a CE policy, it may be important for the Association in establishing its mechanism for providing CE opportunities for the membership to also develop

strategies which would encourage libraries to develop CE policies as part of their overall plans and policies, for if an institution's philosophy embraces CE, there is a greater probability that the institution will support the CE aspirations of its staff members. NYLA may want to sponsor a CE institute or workshop on establishing CE policies for administration and personnel director of libraries. Librarians are anxious to have CE opportunities as reflected in their responses, but the Association also should provide CE opportunities for the technical information specialists, library technicians, clericals, and the trustees as well. In the development of CE programs in the next 3 to 5 years, the NYLA membership desires CE experiences in administration and management, automation, community services, information and referral services, and bibliographic studies. Although the respondents' answers reflect the kinds of continuing education policies they prefer from their libraries, their preferences should not be forgotten by the Association when CE programs are being planned. The overwhelming sentiment of the professionals, paraprofessionals, library technicians, clericals, and trustees is for a tuition policy for institutes, workshops, seminars, and tutorials; their interest in courses for credit is only if these courses are job related. In view of this fact, the NYLA CE program should reflect the wish of the membership.

Since 72 percent of the respondents desire CE recognition, the Association should establish a permanent mechanism for the provision of CEU as a form of recognition. This can be done by continuing the present arrangement with the State University of New York at Buffalo. For those who do not desire the CEU, a certificate should be awarded.

Where should NYLA offer CE opportunities for its members? The results of this

study would strongly urge that regional CE conferences be held in New York City, Albany, Lack Placid, and Rochester. The committee believes that the holding of regional CE conferences would not preclude having CE workshops or institutes as a pre or post NYLA annual conference activity. The membership should be given a choice of practical job-related CE experiences or those with a theoretical base. While regional conferences ranked first, there was a tie for having an ongoing program on a series of specific topics as well. As regards maintaining competency 45 percent favored certification for this purpose and a smaller precentage favored re-certification. The committee recommends that the current certification be continued. However, the evidence is inconclusive to make a recommendation for re-certification.

To implement the recommendations suggested above, the Ad Hoc Committee on Continuing Education also recommends the following:

1. That a standing committee on continuing education be appointed with representation from the major units of the association.

2. That the CE committee be charged with the responsibility of providing CE opportunities for the members of the association; in developing plans and programs, initially, the committee should be guided by the findings and recommendations of this report.

3. That the CE committee use the findings of this survey, as a supporting document, in the procurement of funds to support the CE program from funding sources that expressed an interest in the NYLA CE program as reported in the Ad Hoc Committee's 1977 annual report.

4. That the CE committee develop a method whereby a periodic sampling of the membership's wishes and needs can be made so that empirical evidence may be obtained to aid in the fostering and development of sound CE programs.

5. That the CE Committee, in the development of the NYLA program, maintain contact with the ongoing efforts of CLENE, the library schools, the regional library systems, and professional library associations, and Library Development, not only to avoid duplication of effort but also to ensure that the NYLA membership is apprized of a wide array of CE opportunities.

Finally, as the Association continues to respond to the needs of its membership as well as to attract new members, it must be cognizant of the fact that CE is not only necessary but essential, for evolving technology, new methodologies and strategies for the delivery of library and information services require that those who work or are associated with libraries and information centers in this rapidly changing society, maintain their skills and develop new competencies. The Ad Hoc Committee on Continuing Education is confident that the New York Library Association will take the necessary steps to ensure that the membership will not suffer from stagnation by mounting a vigorous first class CE program.